

# PLACE<sup>®</sup>

## STUDY GUIDE

19 Speech



**Program for Licensing Assessments  
for Colorado Educators<sup>®</sup>**

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## **PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION**

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the PLACE and Test Preparation](#)

## PART 2: FIELD-SPECIFIC INFORMATION

### TEST FIELD 19: SPEECH

#### INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

**TEST OBJECTIVES.** As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

**PRACTICE MULTIPLE-CHOICE QUESTIONS.** The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test area.

# OBJECTIVES



## TEST FIELD 19: SPEECH

Principles of Communication  
Interpersonal and Group Communication  
Public Speaking and Argumentation and Persuasion  
Oral Interpretation  
Mass Communication and Media

### PRINCIPLES OF COMMUNICATION

**Understand the communication process.**

Includes the elements of communication; the encoding and decoding process; and the process of human communication.

**Understand types of communication (e.g., interpersonal) and their characteristics.**

Includes characteristics of interpersonal and intrapersonal communication; and types and characteristics of group communication, public communication, and mass communication.

**Understand the process of vocal production.**

Includes the components of speech anatomy and their functions; the effects of vocal characteristics on the production of speech; and the characteristics of effective articulation skills.

**Understand listening skills.**

Includes functions and characteristics of effective listening skills; listening barriers, their effects on the receiver in communication, and strategies for overcoming them; the interactive functions of the listener and speaker; and listening skills required for various situations.

**Understand writing skills required for oral communication.**

Includes writing skills used in speech communication; the function of writing skills in speech communication; and specific writing skills appropriate in various situations.

**Understand verbal communication.**

Includes the characteristics of effective language usage and their effects on the listener; observation, inference, and judgment in oral communication; the effect of denotative and connotative meanings in language; and the uses and characteristics of spoken and written language.

**Understand nonverbal communication.**

Includes the types and characteristics of nonverbal cues; the functions of nonverbal cues in communication; the relationship between verbal and nonverbal cues; and examples of discrepancies between verbal and nonverbal cues.

**Relate communication skills and career opportunities.**

Includes career opportunities in communications; communication skills required for various careers; and interview skills required of employers and job candidates.

**Analyze the role of speech in education.**

Includes goals and objectives of speech education; the instructional uses of speech in other subject areas; types of community and school activities and programs involving speech; and functions and characteristics of professional organizations and publications concerned with speech.

**INTERPERSONAL AND GROUP COMMUNICATION****Understand interpersonal communication.**

Includes influential factors in interpersonal communication; methods of initiating and maintaining interpersonal communication; and principles and techniques for expressing ideas and emotions.

**Understand the characteristics of dyadic communication.**

Includes the characteristics of dyadic communication; levels of control in the dyadic process; and appropriate and inappropriate self-disclosures and their effects on dyadic communication.

**Analyze cultural factors that influence interpersonal communication.**

Includes social, cultural, economic, and educational influences on interpersonal communication; the effects of stereotypes on interpersonal communication; and nonverbal and verbal communication variables that are influenced by cultural differences.

**Apply criteria for evaluating messages.**

Includes basic criteria for message evaluation; and their application to the evaluation of various messages.

**Identify characteristics of group communication.**

Includes the purposes of group communication; and the characteristics of group communication formats.

**Understand the roles and responsibilities of the individual in group discussion.**

Includes the roles and functions of group discussion members; and positive and negative behaviors in group discussions and their effects on other members.

**Understand the principles and functions of leadership in group discussion.**

Includes leadership roles in group discussion; styles and characteristics of leadership in group discussion; and leadership roles in decision making in group discussion.

**Understand the processes of group problem solving and decision making.**

Includes the steps in effective group problem solving and decision making; strategies for obtaining decisions in groups; and the advantages and disadvantages of group problem solving and decision making.

**Apply the principles of parliamentary procedure.**

Includes basic principles of parliamentary procedure; types of motions in parliamentary procedure and their functions; the role of the chairperson in parliamentary discussion as compared to the leadership role in other group discussion formats; and parliamentary procedures appropriate in various situations.

## PUBLIC SPEAKING AND ARGUMENTATION AND PERSUASION

### **Identify types of speeches and their characteristics.**

Includes types of speeches and their purposes; and the characteristics of informative, persuasive, and entertaining speeches.

### **Analyze factors in planning a speech.**

Includes the steps in preparing a speech; the criteria for selecting a topic for a speech; and factors that influence speech planning.

### **Apply research skills used in speech preparation.**

Includes sources of information used in speech preparation; research skills used for various information sources; techniques to evaluate information for accuracy; and audiovisual materials to be used in a speech.

### **Understand speech organization and delivery.**

Includes patterns of speech organization and their characteristics; and the appropriateness of speech organization patterns for various topics.

### **Analyze elements of effective speech delivery.**

Includes methods of speech delivery and their characteristics; the use of verbal and nonverbal techniques in speech delivery; techniques for overcoming public-speaking fears and anxiety; and the use of audience feedback as an aid to effective speech delivery.

### **Understand the structure of a speech.**

Includes the parts and characteristics of the introduction to a speech, the body of a speech, and the conclusion of a speech.

### **Understand the principles of and criteria for evaluating a speech.**

Includes reasons for evaluating a speech; ethical roles and responsibilities of the speaker and the audience; and evaluative criteria appropriate to apply to various speeches.

### **Understand the principles of debate.**

Includes the function and characteristics of different debate formats; debate in comparison to other forms of public speaking and group discussion; different propositions for debate and their characteristics; and steps in preparing for debate.

### **Apply the principles of effective reasoning in argumentation and persuasion.**

Includes types of reasoning and their characteristics; types of faulty reasoning and their characteristics; and propaganda techniques and their uses.

### **Analyze persuasive speech presentation.**

Includes the characteristics of effective lines of argument; considerations in planning and organizing the persuasive speech; the needs and attitudes of the audience in various persuasive speaking situations; and types of persuasive appeals.

### **Understand the use of evidence in argumentation and persuasion.**

Includes research skills and standard techniques for documenting and citing evidence; types of evidence and their uses; ethical considerations in the use of evidence; and the use of evidence to support various claims.

## ORAL INTERPRETATION

### **Understand the elements of oral interpretation.**

Includes differences between oral interpretation and other forms of oral communication; the presentational forms of oral interpretation; the role of the oral interpreter and the interpreter's relationship to works of literature; and the aspects of message and delivery in oral interpretation.

### **Understand types of literature used in oral interpretation.**

Includes types of prose, poetry, and drama; and their characteristics.

### **Understand the selection of literature for oral interpretation.**

Includes factors in selecting literature; the literary elements used in analyzing a selection for oral interpretation; intrinsic characteristics of literature and their effects on oral interpretation; and the adaptability of various selections to oral interpretation.

### **Analyze the use of nonverbal communication in oral interpretation.**

Includes factors that influence the use of body language; characteristics of the effective use of body language; and the use of vocal characteristics in oral interpretation.

## MASS COMMUNICATION AND MEDIA

### **Understand the characteristics and functions of mass communication (including print and nonprint media).**

Includes ways in which mass communication differs from other forms of communication; types of mass media; and the institutional and social functions of mass media.

### **Understand government regulations related to mass media.**

Includes the role of the Federal Communications Commission in regulating mass media; federal, state, and local agencies that affect media operation and control; constitutional guarantees relating to mass media and their representation; and the operation of the media in U.S. society in comparison with that of other countries.

### **Apply critical evaluation techniques to mass media broadcasting.**

Includes objective and subjective messages in media broadcasting; advertising language and methods in media broadcasting; and ethical considerations and standards in mass media broadcasting.

### **Analyze the uses of mass communication.**

Includes the uses and effects of mass communication in political processes; the uses and effects of mass media in cultural communication; and the uses of mass communication for entertainment.

### **Analyze the influence of mass communication on society.**

Includes the expression of cultural values through mass communication; the effects of mass communication on public values, attitudes, and expectations; and the issues related to the effects of mass media on children and young people.

## PRACTICE QUESTIONS: SPEECH



1. In which of the following types of communication does the source of communication have little or no immediate opportunity to evaluate the impact of the message on an audience?
  - A. dyadic communication
  - B. small-group communication
  - C. public communication
  - D. electronic mass communication
2. Which of the following methods of note-taking from a text would be most effective in preparing for a speech on an assigned topic?
  - A. copying important sentences and quotations exactly as written
  - B. listing the major topic headings from the table of contents
  - C. summarizing the important points from each chapter or section
  - D. writing down the chapter headings and concluding paragraphs
3. In interpersonal communication, which of the following aspects of the sender's nonverbal communication generally has the greatest influence on the impact of a message?
  - A. posture and body movement
  - B. eyes and facial expression
  - C. arm and hand gestures
  - D. clothing and appearance
4. Which of the following is generally the best strategy for initiating interpersonal communication with a person whose nonverbal cues and behavior indicate that he or she is emotionally upset?
  - A. Deliberately misread the person's feelings to allow the person to correct your interpretation and thus gain control of the situation.
  - B. Quickly assess the person's feelings based on his or her nonverbal cues and purposefully identify those feelings for the person.
  - C. Respond to the person with body language similar to his or her own to show empathy before engaging in conversation.
  - D. Describe your perceptions of the person's nonverbal cues and ask him or her to verify the accuracy of those perceptions.

5. During a meeting, the chairperson can best help a committee engage in orderly and effective decision making by:
- A. ensuring that each major point to be considered is discussed for about the same amount of time.
  - B. consistently encouraging committee members to consider several alternative solutions for each tentative decision they reach.
  - C. ensuring that each committee member participates as fully and equally as possible.
  - D. regularly summarizing what has been agreed upon and seeking group consensus on these intermediate decisions.
6. The Woodbury town council is meeting to decide on recommendations for improvements to public facilities. One group of members wants to improve the library facilities, but another group believes the town should expand its playground facilities. Which of the following statements best illustrates an attempt to reach a compromise situation?
- A. Let's go with the expansion of the playground facilities since children's health is most important.
  - B. We should vote on the two proposals to see which has the most support.
  - C. Let's postpone discussion of the improvements until our next meeting.
  - D. We should consider buying some new books for the library and some new playground equipment.

7. To best ensure the success of a persuasive speech, which of the following steps should be carried out before planning how to select, organize, and present supporting material?
- A. analyzing the knowledge, attitudes, and interests of the intended audience
  - B. drafting an interesting introduction and conclusion for the speech
  - C. determining which type of organizational pattern to use for the speech
  - D. deciding how much time to devote to the presentation of visual aids
8. In delivering a speech, a speaker plans to emphasize the main ideas of the speech primarily by summarizing information, returning to previous points, and showing causal relationships among main ideas. Which element of speech delivery is most likely to help accomplish this goal?
- A. use of rhetorical questions
  - B. use of transitions
  - C. use of repetitive gestures
  - D. use of metaphors
9. When gathering and preparing evidence from printed sources for argumentation purposes, which of the following questions is generally most important to consider?
- A. Is the evidence from the most recent sources available on the issue to be debated?
  - B. Are the sources sufficient to allow me to present a greater amount of evidence than my opponent?
  - C. Is the evidence directly relevant to the debate issue and from reliable, unbiased sources?
  - D. Does my evidence present opinions from leading experts on the issue to be debated?
10. Oral interpretation differs from other forms of oral communication because it involves:
- A. persuading an audience through evidence and reasoning.
  - B. dramatizing a piece of literature for an audience.
  - C. presenting one side of an issue through a set of arguments.
  - D. analyzing a problem with a group of three or more people.

11. Which of the following radio advertisement excerpts seeks to motivate consumers to purchase a product primarily by appealing to a consumer's need to feel successful and popular among peers?
- A. Our clothing looks more expensive than our competitors' clothing. That's because it is. We care about quality. We expect our customers to as well. That's why they remain our customers.
  - B. The Yarrows' young guests finished their entire dinner, even the vegetables. What the Yarrows served wasn't simply a vegetable. It was one of the eight delicious side dishes from Howe's Foods.
  - C. The Polaris Fitness Machine can elevate you to the ranks of the fit and healthy in no time at all. With regular use, you'll soon hear compliments on your new youthful, toned appearance.
  - D. Retirement should be about sharing the good times. An Individual Retirement Account, managed by our team of financial advisors, can provide the financial security you'll need to truly enjoy retirement.
12. Which of the following best illustrates the role of mass media as a vehicle of cultural transmission?
- A. After watching several episodes of a television series, a person begins to use a character's common phrases in his daily speech.
  - B. A person who hears a newscast about a plane crash tells two of her friends about the crash.
  - C. A person comes home from a long day at work and turns on the television to watch his favorite situation comedy.
  - D. After reviewing the day's news items, a news director decides to give only 15 seconds of coverage to a political fund-raising event.

## ANSWER KEY: SPEECH



<b>Question Number</b>	<b>Correct Response</b>	<b>Objective</b>
1.	<b>D</b>	Understand types of communication (e.g., interpersonal) and their characteristics.
2.	<b>C</b>	Understand writing skills required for oral communication.
3.	<b>B</b>	Understand nonverbal communication.
4.	<b>D</b>	Understand interpersonal communication.
5.	<b>D</b>	Understand the principles and functions of leadership in group discussion.
6.	<b>D</b>	Understand the processes of group problem solving and decision making.
7.	<b>A</b>	Analyze factors in planning a speech.
8.	<b>B</b>	Analyze elements of effective speech delivery.
9.	<b>C</b>	Understand the principles of debate.
10.	<b>B</b>	Understand the elements of oral interpretation.
11.	<b>C</b>	Apply critical evaluation techniques to mass media broadcasting.
12.	<b>A</b>	Analyze the uses of mass communication.